

Final Version: Any changes will be
announced in class.

Version of 12-1-2017



California Policy Issues

Public Policy 10B *Syllabus*

Winter 2018

Thursdays: 2-4:50 PM

Room: 2343 Luskin School of Public
Affairs

Michael Dukakis, Professor, Luskin School of Public Affairs
and

Daniel J.B. Mitchell, Professor-Emeritus, Anderson School of Management and Dept. of
Public Policy of the Luskin School of Public Affairs

- - - - -
Prof. Dukakis' Office Hours: Call for appointment or drop in.
Office: 6353 Luskin School of Public Affairs
Office phone: 310-794-4228
E-mail: m.dukakis@neu.edu

- - - - -
Prof. Mitchell's Office Hours in 6361 Luskin School of Public Affairs:
Thursdays: 1:00 - 1:50 PM
Wednesdays: 3:30-5:30 PM or by
appointment
Secretary at Anderson: Katrina Di Filippo, 310-825-3271, Room D402
Cornell (Anderson complex)
E-mail: daniel.j.b.mitchell@anderson.ucla.edu
Phone: 310-825-1504 (Voicemail)

- - - - -
Course TA: Sarah Burtner <sburtner2@ucla.edu>. The course TA
does not grade your reports and presentations or overall class
performance. All grading is done by the instructors. The course
TA maintains student records including attendance and assignment
submission, obtains necessary audio-visual equipment, arranges
parking and other logistics with guest speakers, etc. The TA
also will provide editorial (writing) and research counseling and
other assistance related to preparation of written and oral
reports. The course TA will establish office hours and location
of office hours early in the quarter.

Topics and Units:

	Date	Week*
IntroductionJan. 11 . . .	1
Environment and infrastructureJan. 18 . . .	2
Water supply, air/environmental quality, congestion		
State and local fiscal situationJan. 25 . . .	3
Special social problems: health care/income distribution .Feb. 1 . . .		4
Immigration, demographics, and international tradeFeb. 8 . . .		5
Urban planning/politics/economic developmentFeb. 15 . . .		6
Crime, law enforcement, social unrest.Feb. 22 . . .		7
California Economic PolicyMar. 1 . . .		8
Key California Industries.Mar. 8 . . .		9
• Agriculture		
• Entertainment		
• Housing & development		
• Tourism		
• High-tech electronics/internet		
• Biotech		
• Health-care providers		
• Greentech		
Physical Capital, Human Capital, and GovernanceMar. 15 . . .		10
• Electricity supply		
• K-12		
• Higher education		
• Governance		

Individual Report Topics: Students will prepare written individual papers on one of the topics below, starting with topics from unit 2 and ending with topics from unit 8. In the class for that topic, students may be expected to be the "class experts" for their topics. (More details will be provided about this role in class.) **OUTLINES ARE DUE IN CLASS ON WEEK 4.** *A draft of the written report must be turned at week 6 in class. Within one week, you will receive comments on your draft, probably via e-mail. You will then have until week 8 to revise the paper. Final written papers for individual reports are due in class on week 8 (NOT week 10!). NOTE THAT ALL FINAL REPORTS MUST INCLUDE THE COVER SHEET ON THE LAST PAGE OF THIS SYLLABUS.*

Instructions for writing individual reports appear at the end of this syllabus. Please read them carefully before beginning your report. Important! In addition, in week 2 there will be a class presentation by Prof. Mitchell on writing and oral reporting.

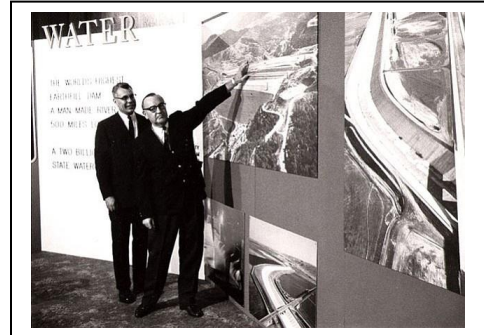
There will be a sign-up sheet for individual report topics available beginning the first school day of week 2. **INSTRUCTIONS ON THE LOCATION OF THIS SHEET WILL BE GIVEN IN CLASS.** Reports will be assigned on a first-come/first-served basis. The sign-up sheet will list all the topics below. You simply will put your name next to the topic you choose unless someone else has beaten you to it. If your first choice is already taken, go to your second choice, etc. A similar process will occur for team reports in week 3.

**Please note that the numbering of weeks may differ from other numbering systems in use at UCLA. Week 1 for purposes of this syllabus is the week containing the first day of this class. Week 10 is the week containing the last day of this class. All assignments by week number refer to our class numbering system and no other.*

NOTE THAT RUNNING THROUGH THE TOPICS BELOW ARE VARIOUS TECHNOLOGY-RELATED SUBJECTS THAT HAVE BEEN MARKED “TECH.”

Unit 2: California Environment & Infrastructure

- The “Delta Fix” twin water tunnel project
- Regulating to reduce air pollution and greenhouse gas
- Pricing and/or HOV lanes as a traffic congestion remedy
- Local public transit policy in California
- Intercity (& high-speed) rail service in California
- Private roads and tollways: Experience in Orange County
- Taxation of gasoline and other possible funding sources for road/transportation finance
- Urban waste management and related environmental concerns
- California’s cap-and-trade program. How is it working? Where does the money go?
- *TECH: APP-based ride-sharing companies such as Uber and Lyft vs. traditional taxis: California state & local policies*
- *TECH: Self-driving cars and California regulation*



Unit 3: California State & Local Fiscal Situation

- Proposition 13 (property taxes & 2/3 requirement for tax increases)
- Proposition 98 (earmarking state revenue for schools) and related initiatives
- Prison construction/operation and its fiscal implications
- State budgetary policy in good times and bad times
- The Orange County bankruptcy of the mid-1990s
- California local city bankruptcies: 2008 and later
- Indian gaming and state fiscal policy
- The 2/3 vote requirements for tax increases (1978) plus added 2/3 vote for fees and the removal of the 2/3 requirement for budgets (2010)
- Public-sector pensions and other retirement benefits in California
- The Bell city scandal
- Enactment and effects of Prop 30 (temporary tax increases) of 2012 and extension under Prop 55 (2016)
- *TECH: California incentives for electric and other zero or low emission cars such as plug-in hybrids: Do they make sense?*
- *TECH: Collecting sales tax on online purchases. California’s deal with Amazon*



Unit 4: Special Social Issues in California: health care/income distribution/family

- Controversies surrounding managed care/HMOs in California
- California's history of trying to expand health insurance coverage including Prop 72 (2004) and the 2007 proposals by the governor and others, expansion under the Affordable Care Act (ACA) or "Obamacare" and what may happen in California if the ACA is replaced at the federal level
- Income inequality in California
- Welfare to work policy in California
- Maintenance of emergency rooms and other public health issues in California
- "Living Wage" policies (requirement of living wage on govt. contracts)
- Unionization of low-wage workers (e.g., janitors, hotel workers, home care providers, airport concession workers, farm workers)
- Labor standards enforcement in California
- Workers' compensation insurance reform in California
- Gay marriage in California (including domestic partnerships, Prop 22 and Prop 8, current status)
- San Francisco's universal health care plan for its residents
- Affirmative consent ("yes means yes") policy in California higher education (SB967 of 2014)
- *TECH: Genetically modified foods (failed Prop 37 of 2012 & legislative proposals)*



Unit 5: Immigration, Demographics, & International Trade: California Perspective

- History: California immigration issue pre-IRCA (1986)
- Post-IRCA immigration in California including "sanctuary" policies
- Proposition 187 (state policy on illegal immigration)
- Drivers' licenses for undocumented in California
- NAFTA and California
- The 1994 GATT/WTO Agreement and California
- Electoral implications of changing state demographics
- Who gets counted in the Census: Effect on California
- Seaport or airport operation in California
- Issues related to California's DREAM legislation
- Bilingual education issue in California including Prop 227 of 1998 & Prop 58 of 2016
- *TECH: Reducing truck and ship emissions at Ports of LA & Long Beach*



Unit 6: Urban Planning/Politics/Economic Development: California Perspective

- Growth control and "urban sprawl" in California
- Foreclosures and mortgage modifications in California
- Hazards: Fires, earthquakes, & landslides: insurance and zoning in California
- Rent control in California
- Homelessness, subsidized housing in California
- Empowerment zones and related tax subsidies in California
- The Playa Vista project as a case study in an urban development (including the original Dreamworks component)
- Business Improvement Districts in California
- Development of LA's Music Center and implications for later arts projects and urban economic development
- Abolition of redevelopment agencies and their partial reconstitution in California
- *TECH: Home-sharing via companies such as Airbnb vs. hotels. Local policies in California*
- *TECH: Incentives for use of solar power in homes, businesses, and offices in California*



Golden Gate Bridge District

Unit 7: Crime, Law Enforcement, Social Unrest in California

- Causes of the L.A. riots (1992)
- Causes of the Watts riots (1965)
- Anti-drug regulation in California including Proposition 36 (2000)
- Marijuana for medical use (including ballot initiative, city policies); recreational legalization in California (rules, taxes)
- Criminal punishment policy (including 3 strikes, Prop 66 of 2004, Prop 36 of 2012, Prop 47 of 2014, Prop 57 of 2016)
- Effective policing and other alternatives to incarceration
- Gun regulation in California
- Homeland Security for California including San Bernardino incident
- Federal court control of California prisons including prison health care
- Why was California a center of mortgage fraud that collapsed in 2008? Was there a state policy failure?
- Death penalty in California including Props 62 & 66 of 2016 (and Google "Caryl Chessman")
- *TECH: Drone policy in California. Limits on use of drones privately or by police departments*



Unit 8: California Economic Policy

- Changing employment patterns in California (industry and area)
- The business climate in California
- California in three economic slumps: the early 1990s, the early 2000s, 2008 and beyond
- Use of tax incentives and other forms of subsidy in California to create jobs (including for film industry)
- *TECH: The rise and fall of California aerospace*
- *TECH: University of California's management of Los Alamos and related labs (Lawrence Livermore and Lawrence Berkeley)*
- *TECH: California stem cell research under Prop 71 of 2004*



- - - - -
Discussion of individual report units. There will be discussions by the instructors with students for each weekly unit. These seminar-like discussions take place on Mondays or Tuesdays (when there is a Monday holiday), 5-6 pm, room 6362 in the Luskin School. These sessions start in week 3. Reminders of dates and location will be announced in class. Students should plan to attend unless they have conflicts with jobs, other classes, etc. Those who cannot attend due to job, course, or other conflicts should email Prof. Mitchell BEFORE the discussion at daniel.j.b.mitchell@anderson.ucla.edu. If you don't email about a conflict, you are expected to attend.

Team Report Projects: There are twelve topics from units 9 and 10 that will be the subject of up to twelve team reports. Team oral presentations are due in those units/weeks. Written reports are due in class on week 10. Outlines are due in class one week before the presentation. That is, those teams that will present orally in week 9 must give Profs. Dukakis and Mitchell an outline in class on week 8; those teams that will present orally in week 10 must give Profs. Dukakis and Mitchell an outline in class on week 9.

Unit 9: 1) Agriculture, 2) Entertainment industry, 3) Housing, 4) Tourism, 5) High-tech electronics/internet, 6) Biotech, 7) Health-care providers, 8) Greentech

Unit 10: 9) Electricity, 10) Education: K-12, 11) Education: Higher education, 12) State governance and early 20th century progressive reforms.

Instructions for writing team reports and making team oral reports appear at the end of this syllabus in Appendix A. Please follow them carefully. There will also be a presentation in class on researching and writing/presenting in week 2. **FINAL TEAM REPORTS MUST INCLUDE THE COVER SHEET FROM THE LAST PAGE OF THIS SYLLABUS.**

- - - - -

Required Acquisitions:

E-mail Account:

1) A FUNCTIONING e-mail account is required for this course. The initial sign up sheet will include a space for you to indicate your e-mail address. You can provide a UCLA email address or an account through a commercial provider such as Yahoo, Gmail, or whatever you use. By week 2, we expect all students to have a working e-mail account that they actually read. Please be sure to check your e-mail account regularly for messages related to this course. If you don't check your account, it may overflow and begin bouncing our messages back to us causing an inconvenience to your instructors and to our class TA. We will notify you in class if such communications difficulties arise, but we prefer not to have to deal with "bouncers" so please don't be one.

Free material:

3) All reading materials other than those in California Policy Options 2018 are available online. A separate handout will explain how to access the on-line materials. NOTE: "THE COMPUTER WAS DOWN" (YOURS OR OURS) WILL NOT BE ACCEPTED AS AN EXCUSE FOR LATE ASSIGNMENTS. PLEASE MAKE SURE YOU DOWNLOAD OR UTILIZE NEEDED ON-LINE MATERIAL WELL IN ADVANCE OF DUE DATES. In class, we may distribute handouts related to that day's topics. However, to save on printing, much of what we distribute will come as a pdf file via email. Guest speakers also sometimes provide their own handouts.

There is also a selection of videos on the class webpage and www.YouTube.com. In most cases, these videos provide background to the topics we discuss. In some cases, we may run excerpts in class. We assign videos just as we assign readings. Be sure you have access to a computer that can run wmv (Windows Media Video) and mp4 files. Players such as Windows Media Player, Real Player, and Winamp work with such files. In some cases, the course website will stream the videos. (We also provide a link to an external streaming video site so if you have trouble with wmv or mp4, the streaming service may work for you.)

A separate listing of optional YouTube videos placed on line for this course is also provided on the course webpage.

Required book (to be purchased):

4) Daniel J.B. Mitchell, ed., California Policy Options 2018 (Los Angeles: UCLA School of Public Affairs, 2018). We will provide it in a reduced-price spiral bound edition through a copying service to be announced.

ATTENDANCE: ATTENDANCE IN THIS CLASS IS MANDATORY ABSENT A MEDICAL OR PERSONAL EMERGENCY. Repeat: ATTENDANCE IN THIS CLASS IS MANDATORY ABSENT A MEDICAL OR PERSONAL EMERGENCY. We owe it to our guest speakers, student speakers, and ourselves to be full participants. Since we use guest speakers, we cannot recreate the class through notes, etc., for non-attending students. We do not audio-record or video-record the presentations by guest speakers so that they will feel comfortable making candid remarks. As a result, you can't

"make up" a class for which you are absent. Thus, unexcused absences will be penalized. PLEASE NOTE THAT APPROPRIATE ATTENDANCE INCLUDES ARRIVING IN CLASS ON TIME (by 2 PM) AND STAYING UNTIL THE CLASS CONCLUDES (4:50 PM). Attendance will be taken by the TA twice each day - generally early when class starts and towards the end of the class. A computer listing of attendance and assignment fulfillment will be maintained by the TA and will be used by the instructors when it comes time for evaluation and grading.

- - - - -

ACADEMIC MISCONDUCT: VERY IMPORTANT - Read This! *Students are expected to hand in original work (including drafts and questions). For information on UCLA standards, visit www.deanofstudents.ucla.edu. Click on: http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf (p. 8) for information on plagiarism and related matters. Unfortunately, episodes of student misconduct in PP 10B have occurred repeatedly and have led to penalties including suspension of those engaged in such misconduct from the university and to other sanctions. We use "Turnitin.com" to screen submissions of individual and team reports. More information on the submission procedure will be provided in class.*

Turnitin.com goes through the Internet finding materials that are similar to what appears in submitted student reports. It also remembers every term paper turned in through this service at UCLA and any other university that subscribes to turnitin.com. When you submit your report to turnitin.com, you will receive an electronic receipt. Your instructors, however, receive your paper and a complete color-coded report from turnitin.com showing the sources of materials from which text has been taken. Turning in unoriginal material to this service is the academic equivalent of "suicide by cop."

Because this explicit warning above is on the syllabus, because it is repeated in class notably in the Week 2 presentation on writing and presenting, and because we provide a copy of the syllabus to the dean of students when problems arise, excuses such as "I didn't know..." are not accepted.

Our ramped up warnings in winter 2008 seemingly produced the first time in many offerings of PP 10b in which no referrals to the Dean of Students were needed. Sadly, however, problems arose again each year after 2008 until we succeeded again in 2017. Let's repeat the 2008 and 2017 records this year!

- - - - -

COURSE FORMAT - Please read carefully: *PP 10B is not a conventional lecture course. Do not expect to come to class and hear a 3-hour lecture on the topics of the day by the instructors. The instructors are not experts (who is?) on all of the many topics covered in this course. We know of no single individual (certainly not one of us!) who could give learned lectures on all of the topics. Thus, many of the presentations are made by guest speakers and (in weeks 9 and 10) by student*

speakers/teams. Guest speakers are normally scheduled at 2 PM and at 3 PM, but there can be variations. During weeks 2-7, we usually use the third hour for various purposes to be announced. Weeks 9 and 10 are devoted entirely to student team reports; there are no guest speakers in weeks 9-10 and no required readings or videos in those weeks. In weeks 1 and 8, presentations are exclusively by your instructors.

- - - - -

Written questions to be handed in: *At the start of each class (except the first and in weeks 9 and 10!), please hand in a sheet with your name and ONE question you would like to see discussed from each required reading or video. That means that if there are four readings and/or videos, you will be submitting four questions, one for each. A cardboard box for submissions will be available at the front of the classroom. We cannot guarantee that all questions will be handled in class. However, a weekly response via e-mail will deal with a sample of those questions not raised in class. Yes, this is partly a device to encourage you to keep current with the readings and not be a passive observer in class.*

The appropriate form for a question sheet is to list your name at the top, the week to which the sheet applies (week 5, week 6, etc.), list the name of the article from which you are deriving a question, and then list the question. **ALL SHEETS MUST BE WORD-PROCESSED.** Handwritten sheets or otherwise illegible sheets will be returned to you unread and will not be counted as fulfilling the requirement. If you turn in unacceptable sheets and are asked to re-do them, the resubmissions will be marked "late" in our records once received. An example of the appropriate format of a question sheet follows below.

Sample of the Correct and Required Format:

- - - - -

Name: Robin Hood

Week #__ questions

Jones and Chung, "California Problems":

Text of your question on the Jones and Chung reading...

Dunbar and Choe, "Issues in California Economics":

Text of your question on the Dunbar and Choe reading...

Lopez, Turner, and Levine, "Development in California":

Text of your question on the Lopez, Turner, and Levine reading...

Oppenheimer, Part 1 video:

Text of your question on the video...

- - - - -

PLEASE MAKE TWO COPIES OF EACH SHEET. HAND IN ONE COPY AT THE BEGINNING OF CLASS BY PLACING IT IN THE COLLECTION BOX. KEEP THE OTHER FOR YOUR OWN REFERENCE DURING THE CLASS DISCUSSION.

GRADING POLICY: *Unlike other classes you will have taken at UCLA, we do not use a mechanical formula for course grading, i.e., X% for this; Y% for that. We do look at such matters as your record in terms of absences, lateness to class, leaving class early, and failure to hand in assignments on time. The two instructors make a joint judgment about the quality of your individual and team reports as well as other aspects of your record. In making that evaluation, we look to see if suggestions we made on the outlines and drafts were followed in the final product. In short, we evaluate student performance in PP 10b in the way real-world future employers are likely to evaluate you. Your real-world future employers are very unlikely to evaluate you on the basis of some simple formula of X% for this and Y% for that.*

Once grades are in, they are not changed. They are not changed on grounds of a need to maintain a certain grade-point average in order to retain a scholarship or other such reasons, of a need to get into law school or other graduate school, of an offer to do "something extra" in the course to bump up the grade, of a request to re-read the reports, of a complaint that someone else on the team didn't do his/her share, etc. Really! They just aren't changed!

Request: Please carefully read the descriptions above of the course and its content and requirements. If these do not meet your needs or expectations, we ask that you not enroll or to un-enroll if you are already on the roster. [Typically we have had waiting lists of students who are anxious to take the course.] In particular, PP 10B is probably not for you if the following elements of the course are unacceptable to you: 1) the attendance and come-on-time/don't-leave-early requirement and the taking of attendance at each class, 2) use of guest and student speakers, 3) working in teams, 4) handing in questions, drafts, outlines, and reports on schedule, 5) regular e-mail communications to be read by you related to the course, 6) submission of original work through Turnitin.com, 7) grading policy as described in the previous section.

California Education Code Section 78907

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this

section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

Source: <http://codes.findlaw.com/ca/education-code/edc-sect-78907.html>

We reproduce this provision because our guest speakers volunteer to participate in the class. They do not consent to have their remarks recorded or circulated on social media.

- - - - -

OK. Enough Cautionary Notes! Welcome to PP 10B!

For the vast majority of students who do understand and accept the structure of PP 10B, we welcome you to the class and hope you enjoy it! Based on the past record, we can say that most students do enjoy the course, precisely because of the ways it differs from many other UCLA courses. We know of several students who have changed their career goals as a result of PP 10B and gone into public policy related positions. There is an informal group of PP 10B alumni out in the world of public policy; members sometimes visit or otherwise keep in touch with the instructors. Please feel free to consult either or both instructors as the course progresses.



NOTE: SPEAKERS LISTED ARE CONFIRMED AS OF THE DATE LISTED ON THE FRONT PAGE OF THIS SYLLABUS. CHANGES MAY OCCUR. THESE WILL BE ANNOUNCED IN CLASS. "NEW" below means that the item was not on the reading list last year. A reading in *italics* is on line. Its file name is shown as <file name>. Those readings with file names are available through the class webpage. Those readings without file names are in California Policy Options 2018.

1: Introduction

Jan. 11

Required readings & videos begin in Unit 2.

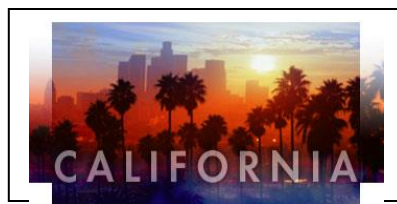
Topics:

- Introduction to course and its logistics
- Overview of topics to be covered
- Discussion of student assignments (team and individual projects)
- Introduction to California (Prof. Daniel J.B. Mitchell)
- Careers in Public Policy - Do you need to go to law school? (Prof. Michael Dukakis)

Recommended optional course website:

- *Gold Rush: Documentary on the California gold rush.* <goldrush.wmv>
- *Transcontinental Railroad: California is linked to the rest of the U.S. in the 1860s.* <Transcontinental RR.wmv>
- *California at War: The economic and social transformation of California during World War II.* <CAatWar.wmv>
- *B of A 50th Anniversary: State boosterism in 1954 produced by Bank of America - then a major financial institution in the state, now a brand name of an out-of-state bank.* <B of A 50th anniversary.wmv>
- *Mt. Wilson: Southern California Expands the Universe. The construction of the 100-inch telescope on Mt. Wilson in the early 20th century leads to an amazing discovery.* <mt Wilson.wmv>.

You may also be interested in the YouTube videos placed online for this course unit.



Note 1: There are a total of 4 items to read and watch for this unit. Four questions for these items question are due in class this week. (One question for each item = 4 questions.)

Note 2: You should have signed up for your individual project by this class.

Required Readings

- Daniel J.B. Mitchell, "Clearing the Air: What the Times Called for in 1947" in California Policy Options 2016. (The beginning of anti-smog policy in the LA area.) <clearing.pdf>
- Daniel J.B. Mitchell, "Earl Warren's Fight for California's Freeways: Setting a Path for the Nation," Southern California Quarterly, Summer 2006, pp. 205-238. Class webpage <FREEWAY.pdf> (In a different era, California adopts a pay-as-you-go approach to freeways.)
- NEW: Rachel Roque, "California's Water Policy Challenges," California Policy Options 2018. NOT on the course website; only in your book of readings. (Current issues in water policy. A chapter based on an individual report by a former student in Public Policy 10b.)
- VIDEO: "Oppenheimer-Episode 1" on the course website. Also at <https://www.youtube.com/watch?v=2sSOprKCME> BACKGROUND: AS PART OF THE CROSS-CUTTING TECH THEME THAT RUNS THROUGH THE VARIOUS TOPICS OF THIS COURSE, WE INCLUDE THE 7-PART "OPPENHEIMER" DOCUDRAMA - ONE EPISODE PER WEEK. (In the 1930s, the University of California (UC) was primarily Berkeley with UCLA as the "Southern Branch." At Berkeley, the physics department had achieved world class status, thanks especially to Prof. Ernest Lawrence, who received the Nobel Prize for invention of the cyclotron, and Prof. J. Robert Oppenheimer, a renowned theorist. The Berkeley physics department played a major role during World War II in the "Manhattan Project" that produced the atomic bomb. Oppenheimer became co-director of that project, despite official concerns about his left-wing connections. Also appearing in the docudrama is Dr. Edward Teller, who began work on the hydrogen bomb even before the A-bomb had been developed. Teller later founded what is now the Lawrence Livermore National Lab for UC and worked as its director and associate director. UC now is involved in the management of three U.S. Dept. of Energy labs as a result of the World War II Manhattan Project. Its contract for the Los Alamos lab is up for re-bidding in 2018. As you see the various episodes, you might think about the not-always-foreseen consequences of major scientific advances and new technologies. In addition, the current confrontation with North Korea over nuclear weapons makes the topic timely. In Episode 1 we are introduced to Prof. Oppenheimer and his Berkeley colleagues in the late 1930s as well as his complicated personal life. Word comes to Berkeley of a breakthrough in physics research in Nazi Germany that suggests the possibility that an atomic bomb is possible. World War II begins in Europe.)

Guest speakers:

- Dee Zinke, Chief External Affairs Officer, Metropolitan Water District of Southern California. 2 PM
- Jabryan Donald, Transit Operations Superintendent, Santa Monica Big Blue Bus. 3 pm
- The remaining segment (4 pm) will be devoted to a discussion of writing and presenting in PP10b.

Recommended optional course website videos of interest:

- Cadillac Desert: Water documentary generally following the "Chinatown" approach. <Cadillac desert.wmv>
- Chinatown excerpts: The film Chinatown has a complex plot loosely based on the Owens Valley Project, but reset in the 1930s instead of the pre-World War I era. The plot adds murder and incest to the story. A character based on Harrison Gray Otis, owner of the LA Times and a major figure in the City, is the villain. Another character based on William Mulholland, the engineer who oversaw the Owens Valley Project, is the murder victim. Jack Nichols plays a private detective hired by the daughter of the Otis character who uncovers a conspiracy to dump water out of the City reservoirs to create a water shortage and induce voters to pass a bond issue. As he figuratively sniffs around, his nose is repeatedly injured. <Chinatown excerpts.wmv>
- Hetch-Hetchy: The Hetch-Hetchy dam is to San Francisco what the Owens Valley Project is to L.A. <hetch-hetchy.wmv>
- Colorado River: A major source of water for Southern California. <coloradoriver.wmv>
- Golden Gate Bridge: One of the most famous infrastructure projects in California was the construction of the Golden Gate Bridge. <goldengate.wmv>
- California water vs. environment under Gov. Schwarzenegger. <calwater60min.wmv>
- The Red Car Conspiracy and Roger Rabbit. The film Who Framed Roger Rabbit (which has a deliberate Chinatown-type villain) features the supposed conspiracy that ended streetcars in Los Angeles until they were more recently revived as light rail. As might be expected, the actual story is more nuanced. <red car roger rabbit.wmv>
- True Detective's California high-speed rail conspiracy <True Detect-RR plot-full.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



General Leslie Groves & Prof. J. Robert Oppenheimer



Note: You should have signed up for your team project by this class.

Required readings & video: (4 items)

- **NEW:** Daniel J.B. Mitchell, "If Not About Legacy, Then About What? Jerry Brown's 2017-18 Budget," California Policy Options 2018. NOT on the course website; only in your book of readings. (Gov. Jerry Brown focuses on his legacy and on avoiding a budget crisis.)
- Helmut K. Anheier and David B. Howard, "Foundations in Los Angeles," California Policy Options 2017. (Nonprofit, tax-favored entities and their development in LA. Nonprofits carry out public services just as do governments.) Class webpage <foundations.pdf>
- **NEW:** Martin Wachs, "Raising Revenue for California Transportation: Are Direct User Fees in Our Future?" California Policy Options 2018. NOT on the course website; only in your book of readings. (Going beyond the gas tax for transportation revenue.)
- **Video:** Oppenheimer Episode 2 on the course website. Also on <https://www.youtube.com/watch?v=EX0fvOPHOZM>. (The federal government has set in motion the Manhattan Project to build the A-bomb, but the project lacks focus and leadership. General Leslie Groves is in charge, but he needs a scientific co-director. Edward Teller is already thinking of going beyond an A-bomb to an H-bomb. Groves selects Oppenheimer to be the co-director, despite concerns about Oppenheimer's communist connections. A technological breakthrough is made. The site for a secret location at Los Alamos, New Mexico is selected. A Berkeley colleague approaches Oppenheimer to see if he would pass secret information to the Soviets.)

Guest Speakers:

- Natalie Brill, Chief of Debt Management, City of Los Angeles, 2 pm
- Regina Miller, Chief Development Officer, Geffen Playhouse, 3 pm

Suggested optional video from course website:

- Interview with former Gov. Schwarzenegger just after Nov. 2008 election on the budget and other matters. <schwarzinterpostelect.wmv>
- Interview with Gov. Brown on fiscal and other issues, Nov. 2013 <brown ATC 11-6-13.wmv>

You may also be interested in the YouTube videos placed online for this course unit.

Note: OUTLINES OF INDIVIDUAL REPORTS DUE TODAY!

4 Items to read for this unit.

Required Readings & Video:

- Daniel J.B. Mitchell, "Impeding Earl Warren: California's Health Insurance Plan That Wasn't and What Might Have Been," *Journal of Health Politics, Policy, and Law*, December 2002, pp. 947-976. Class webpage <IMPEDING.pdf>. California might have created a model for national universal healthcare - but didn't in the 1940s.
- NEW: Susan Oh, Karen Law, Cameron Burch, Ahmed Ali Bob, "Reimagining the Los Angeles Rent Stabilization Ordinance: Preventing Displacement of Vulnerable Renters in South Los Angeles," *California Policy Options 2018*. NOT on the course website; only in your book of readings. (Improving the state's health care system. A chapter based on an Advanced Policy Project report by a team of MPP students.)
- Stanley M. Paul, "Undocumented Lawyer: Admission to the California State Bar" *California Policy Options 2017*. Class webpage <lawyer.pdf> (Can an undocumented individual receive a license to practice as a lawyer in California? A case of integrating an undocumented person into the workforce.)
- Video: Oppenheimer Episode 3 on the course website. Also on YouTube at <https://www.youtube.com/watch?v=io3WSJwVklI>. (Los Alamos under Oppenheimer and Groves evolves into a secret city. Frictions arise over project administration. Oppenheimer's leftist connections - particularly at Berkeley - and his uneven personal life continue to be an issue. The FBI bugs his conversations. Groves confronts Oppenheimer concerning the attempt by a colleague to obtain information for the Soviets.)

Guest speakers:

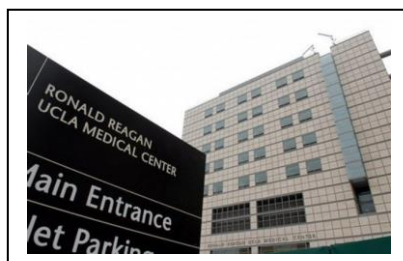
- Joel John Roberts, CEO, PATH Services, 2 PM
- Faye Washington, President & CEO, YWCA of Greater Los Angeles, 3 pm
- Deborah Weinstein Bloome, Senior Director of Policy, TreePeople. 4 PM (former UCLA-MPP)

Optional video:

CalOSHA Policy Issues 2010. Deficiencies in state worker safety enforcement. <caloshaissues2010.wmv>

Leslie Aaron, LAUSD teacher of the year 2012-13, Keynote address to UCLA Anderson Forecast, <Leslie Aaronson Sept 2013 Forecast Keynote.mpg>. May also be live-streamed at <http://www.youtube.com/watch?v=3v6JE5TRnj0>.

You may also be interested in the YouTube videos placed online for this course unit.



Note: There are two subtopics in this unit with a total of **4 items** to read. Look carefully for the 2 items under "immigration & demographics" and the 1 item under "international trade" and the required video.

Immigration & Demographics

Required Reading: (2 items)

- Daniel J.B. Mitchell, "Warren's Wedge: An Historical Perspective on Wedge Issues in California Politics," California Policy Options 1999. Class webpage <mitchell-wed.pdf>. (Forced relocation of the Japanese-origin population during World War II.)
- NEW: Jennifer B. Ayscue, "Charter School Segregation in the Los Angeles Unified School District," California Policy Options 2018. NOT on the course website; only in your book of readings. (Is there a link between student segregation and charters?)

Topics: Changing demographics of California
Labor market implications of immigration

International Trade

Another Required Reading: (1 item)

Topics: Infrastructure related to trade (sea ports, airports)
California trade promotion

- William Sholan, "Getting Better: An Update on Security at the Ports of Los Angeles and Long Beach." (Updates an earlier study on port homeland security efforts which found deficiencies.) California Policy Options 2013 book. <sholan.pdf> Sholan is a former PP10b student; this chapter was based on his individual report.

Required Video: (1 item)

- Oppenheimer Episode 4 on the course website. Also available at <https://www.youtube.com/watch?v=uo0jZgxcrWE>. (Progress is made on the bomb's triggering mechanism. Teller continues to push for the H-bomb. Scientists on the project are beginning to have concerns about the moral issue of using the bomb in the war, even before it is ready for testing.)

Guest Speakers:

-Mario Cordero, Executive Director, Port of Long Beach, 2 pm
-Rev. Zachery Hoover, Executive Director, LA Voice, 3 pm

Recommended optional course website videos of interest:

- LA Port: Short documentary on how shipping occurs in the local port. <LA Port>

- *Zoot Suit Riots: During World War II, the "Sleepy Lagoon" murder case and frictions between Mexican-American teenagers and military personnel leads to the Zoot Suit Riots. <zoot suit riots.wmv>*
- *Mendez vs. Westminster: A California case involving school segregation of Latinos in the 1940s that set the groundwork for Brown vs. the Board of Education, the 1954 U.S. Supreme Court decision declaring segregation in the schools unconstitutional. <mendez.wmv>*
- *California Immigration: Exploration from various viewpoints of the immigration issue. <CA immigration.wmv>*
- *Why Braceros? The Bracero Program was established during World War II and ended in the 1960s. It brought Mexican farmworkers into California through a government program. Today such a system would be called a "guestworker" program, as some have proposed. <bracero.wmv>*
- *Armenian immigration into California: This film, made in the 1980s and narrated by then Governor George Deukmejian, provides a history of Armenian immigration, particularly into the Central Valley. <strangers.wmv>*
- *Challenge to Democracy: A film made during World War II by the agency charged with running the relocation centers after the forced relocation of the Japanese-origin West Coast population. In the viewpoint of the film, the relocation was a wartime necessity and life in the centers is portrayed in an idealized fashion. <challenge.wmv>*
- *Alameda Corridor: Video explains construction and function of the Alameda Corridor, a freight rail link to the Ports of LA and Long Beach. <Alameda Corridor.wmv>*
- *Return to the Valley. Documentary reflecting on the internment during World War II of the Japanese-origin population in California. Former internees are interviewed. <return.wmv>*

You may also be interested in the YouTube videos placed online for this course unit.



Note: INDIVIDUAL PAPER DRAFTS DUE TODAY IN CLASS.

Required Readings & Video: (4 items)

- **NEW:** Daniel J.B. Mitchell, "The Trash-Talking Candidate Who Wasn't Supposed to Win," California Policy Options 2018. NOT on the course website; only in your book of readings. (The election of Los Angeles' Mayor Sam Yorty.)
- Renee Moilanen, "Heart of the City: Development at Redondo Beach," California Policy Options 2006. Class webpage <HEART.pdf>. Moilanen is a former MPP student who wrote this chapter as a class assignment. (Dealing with NIMBYism. Note: Despite the derogatory connotation of "NIMBY," are there legitimate issues being raised by residents?)
- **NEW:** James Di Filippo, Mahito Moriyama, Toru Terai, Kelly Trumbell, Jiahui Zhang, "Prioritizing Workplace Electric Vehicle Charging Station Investments in Los Angeles County," California Policy Options 2018. NOT on the course website; only in your book of readings. (Encouraging more use of electric and hybrid-electric cars. A chapter based on an Advanced Policy Project report by a team of MPP students.)
- **Video:** Oppenheimer Episode 5 on the course website. Also available at <https://www.youtube.com/watch?v=Xo6s9G1W8Ng>. (Oppenheimer does not fully represent the concerns of the scientists about using the bomb on Japan to federal authorities. The Trinity test takes place in New Mexico. The bomb is then used on Japan. Oppenheimer is shaken when he sees films taken after the surrender of Japan that show the effects of the bomb. Note: Grisly footage appears in this episode.)

Topics: Planning process

Business Improvement Districts

Effect of tax system on land use policies

"Sprawl"

Competition by local governments for private investments

Guest Speakers:

- Rena Leddy, Executive Director, Fashion District, 2 pm
- Carol Lemlein, President, Santa Monica Conservancy, 3 pm
- Profs. Dukakis & Mitchell to discuss Oppenheimer series through Part 5, 4 pm



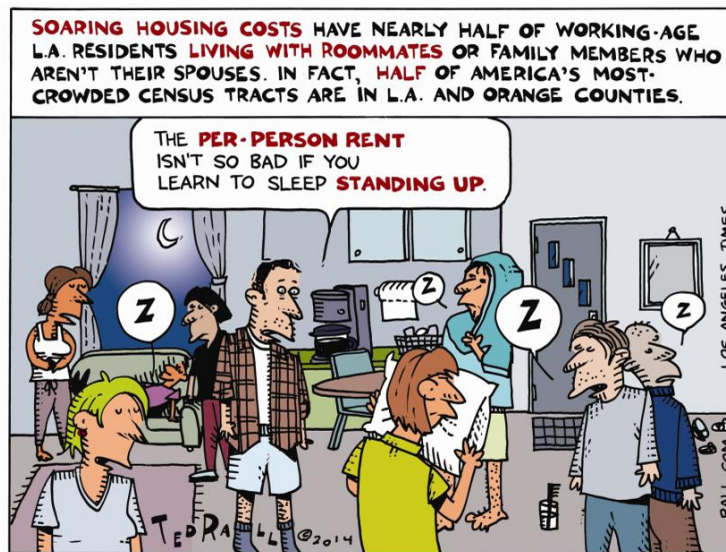
Renee Moilanen

Recommended other optional videos on the course website:

- *Rising Sun: Local authorities like to attract investment but in this film, the fact that it's foreign investment from Japan - a major factor in L.A. real estate and other industries in the 1980s - seems to be source of tension. The plot involves a murder in the offices of a Japanese firm in an L.A. highrise.* <rising sun excerpts.wmv>
- *San Francisco Earthquake: The 1906 San Francisco earthquake was less devastating than the fires that followed. Local authorities were not prepared for a major quake.* <San Francisco earthquake.wmv>
- *Things That Aren't There Anymore: What level of historic preservation is appropriate?* <Things That Aren't.wmv>

- *New L.A.:* A look at the changing political structure of Los Angeles. <New LA.wmv>
- *Santa Monica:* This film, made in the late 1950s, touts the virtues of Santa Monica and the surrounding area. It is typical of boosterism films made in that era. <santamonica.wmv>
- *City at Risk:* Residential development in the Sacramento area puts housing at flood risk. <cityatrisk.wmv>
- *Fate of the LA Times:* There has been concern that the move of the LA Times from local control to control by an out-of-state firm is bad for the City in some way. Meanwhile, internet news has had a negative impact on the Times and newspapers generally. This excerpt from a public TV documentary focuses on the LA Times. (Since it was made, an out-of-state buyer bought the newspaper and it ended up in bankruptcy after another change in ownership. The bankruptcy ended and the new status is uncertain.) At one time newspapers played a dominant role in state and local politics in California. How much do they matter now? <latimes.wmv>
- *Dorothy Chandler and the Music Center.* The Chandler family was once highly influential in LA and California politics through its ownership of the LA Times. Dorothy Chandler was the main force behind the construction of the Music Center in downtown LA. <dorothychandler.wmv>
- *Will Westwood Ever Be Hip Again?"* Radio broadcast of Nov. 26, 2013 on Which Way LA? KCRW. <Will Westwood Be Hip.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



Required Readings and Videos: (4 items)

- Daniel J.B. Mitchell, "Death and Resurrection: The Tale of Coroner Noguchi," California Policy Options 2017. Class website <coroner.pdf> (A minority community rallies to support an LA County official.)
- NEW: Pranita Amatya, Shelby King, Shelby McNabb, Heidi Schultheis, "Bail Reform in California," California Policy Options 2018. NOT on the course website; only in your book of readings. (Is there an alternative to the traditional monetary bail system? A chapter based on an Advanced Policy Project report by a team of MPP students.)
- Video: "Carissa." <carissa.wmv> or <Carissa AOL.com.mp4>. (We won't say more about Carissa except that she is not your typical UCLA Anderson and UCLA Law School graduate.)
- Video: Oppenheimer Episode 6 on course website. Also available at <https://www.youtube.com/watch?v=msadfwjWfo>. (In the postwar period, Oppenheimer opposes development of the H-bomb. His left-wing past comes back to haunt him. The chair of the Atomic Energy Commission, a new agency, wants Oppenheimer out of the picture. The Soviets test an A-bomb. Teller pushes to develop an H-bomb. A Soviet agent is revealed among the scientists who worked on the Manhattan project. Oppenheimer comes under investigation.)

Topics: Crime, drugs, police, riots, homeland security

**Guest Speakers:**

- Tony Lee, Chief of Police, UCLA, 2 PM
- Lane Dilg, City Attorney, Santa Monica, 3 pm

Recommended optional course website videos of interest on the course website:

- LA Riot: A documentary on the 1992 L.A. riot. <LA riot.wmv>
- Falling Down (Excerpts): The plot involves a laid-off, white collar aerospace professional who goes on a crime rampage. This film is based on the idea of "angry white men" who are led to anti-social behavior due to economic distress, a popular idea in the 1990s. <falling down excerpts.wmv>
- LA Medical Marijuana. The City of LA seems to have a problem dealing with the regulation of medical marijuana sales. <LAmedicalmarijuana.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



Required Readings and Video: (4 items)

- *Matthew P. Drennan, "What's Wrong with Los Angeles and What Could Fix It?" California Policy Options 2017. Class website <LA-drennan.pf> (Issues in promoting the economic development of LA.)*
- *NEW: Robert A. Kleinhenz and Christopher Thornberg, "The California Outlook: Slow But Steady," California Policy Options 2018. NOT on the course website; only in your book of readings. (Economic forecast for the state.)*
- *VIDEO: Renewal - San Diego: Impact of an effort on urban renewal. <renewal-San Diego.wmv> or <The Price of Renewal Snagfilms.mp4> Note: Do not wait until the night before to download, only to discover some technical problem. Make sure several days in advance that you can access this video. If you have a problem, we can provide assistance. But the question is due at the deadline. You may be able to see at live-streamed (possibly with ads) at http://www.snagfilms.com/films/title/the_price_of_renewal.*
- *VIDEO: Oppenheimer Episode 7 (final) on your course website. Also at https://www.youtube.com/watch?v=s0dfw_uPlQo. (A hearing is held to determine if Oppenheimer should have his security clearance revoked. Teller testifies against Oppenheimer as does Groves.)*

Speakers: Today's "guest" speakers are your two class instructors. Prof. Daniel J.B. Mitchell will be discussing the limits to what California can do about its macro-economy and give some lessons from history. Then Prof. Michael Dukakis will be discussing the opportunities for state policy to influence the California micro-economy.

**INDIVIDUAL WRITTEN REPORTS DUE TODAY WITH CHECKLIST
FROM LAST PAGE OF THIS SYLLABUS INCLUDED!**

***Outlines due today from those making oral TEAM
presentations next week!***

Recommended optional course website video of interest on course website:

- *EPIC: A California gubernatorial campaign in 1934 aims at pulling the state out of the Great Depression. <EPIC.wmv>*

**You may also be interested in the YouTube videos placed
on line for this course unit.**

GENERAL GUIDANCE ON STUDENT REPORTS IN WEEKS 9 AND 10:

- 1) **There are NO required readings for weeks 9 and 10.** Readings and sources listed in the pages that follow are there as background material for the various reports and teams.
- 2) Please refer to the **writing and presenting guidelines** before preparing your team's oral and written presentations. All PowerPoint slides must be reviewed in advance of your oral presentation by our course TA. Allow sufficient time for that process to occur.
- 3) You have **twelve (12) minutes for your oral presentation**. It will be **timed** and will end when the twelve minutes are up. Only **one oral presenter** is allowed from your team. All team members will participate in the subsequent question-and-answer session.
- 4) **If you are doing a week 9 industry report**, we are looking primarily for a profile of the industry. What does the industry look like? Is it made up of big firms, little firms, what? Who are the major players? Who works in the industry? Skilled workers? Unskilled? What occupations? Is the industry growing or shrinking? What is its longer-term outlook in California for your industry? Note that if you were an official in a local or state government, you would have to be concerned about the economic condition of the important industries within your jurisdiction; they are your tax base and are the source of jobs for your constituents.
- 5) **For week 10 Electricity team:** Your topic is in part similar to the industry reports (note 4 above) in that provision of electricity is an industry, albeit an industry particularly subject to government regulation and, in some cases, under public ownership.
- 6) **For week 10 K-12 Education and Higher Education teams:** As in the case of electricity, there is partly and industry aspect to your sector in that schools, colleges, and universities are providers of a service. They are also heavily regulated and, in the case of public institutions, government-owned. You won't be able to cover every topic related to your sector of education. So after painting a general picture of the sector, pick one or two major topics for review.
- 7) **For week 10 Governance team:** California's system of governance in many ways is similar to those of other states. But it is heavily influenced by its "progressive" direct democracy institutions and its tilt toward non-partisanship. Given those institutions and leanings, can it successfully deliver needed services to state residents? If there are reforms needed, what are they?

Note 1: There will be student oral reports on the topics for this section (unit 9) and the next one (unit 10).

Note 2: The readings listed below are for the assistance of the teams handling those topics. There are no required readings or questions for weeks 9 and 10.

NOTE 3: OUTLINES OF TEAM REPORTS TO BE PRESENTED NEXT WEEK ARE DUE TODAY!

Agriculture:

- California Department of Food and Agriculture, California Agricultural Statistics Review, 2015-2016. Available at <https://www.cdfa.ca.gov/statistics/PDFs/2016Report.pdf>
 - California Department of Food and Agriculture, California Agricultural Exports, 2015-2016. Available at <https://www.cdfa.ca.gov/statistics/PDFs/AgExports2015-2016.pdf>
-
- Size relative to overall state economy
 - Water issues
 - Environmental issues
 - Farm labor issues including immigration
 - Exports and imports including NAFTA
 - Marketing issues
 - Land-use policies



Entertainment:

- Allen Scott, *On Hollywood* (Princeton University Press, 2005), pp. 117-137. Class webpage <HOLLYWOOD.pdf>.
- Otis College, Otis Report on the Creative Economy, 2017: California. Available at [https://www.otis.edu/sites/default/files/2017-CA-Region-Creative-Economy-Report-WEB-FINAL 0.pdf](https://www.otis.edu/sites/default/files/2017-CA-Region-Creative-Economy-Report-WEB-FINAL%20.pdf)
- Otis College, Otis Report on the Creative Economy, 2017: Los Angeles. Available at <https://www.otis.edu/sites/default/files/2017-LA-Region-Creative-Economy-Report-FINAL-WEB.pdf>
- Size relative to overall state economy
- Impact on state image
- Exports
- Competition and subsidy from other non-California locations including foreign
- Unique industrial organization and compensation systems
- Labor relations problems

Housing & development:

- Stephen Cauley, "California Housing Policy," California Policy Options 2005. Class webpage <cauley.pdf>
- Stephen Cauley, "California, We Have a Problem," California Policy Options 2012. Class webpage <cauley-problem.pdf>
- Tad Friend, "Cash for Keys," New Yorker, April 6, 2009. <friend.pdf>
- Connie Bruck, "Angelo's Ashes," New Yorker, June 29, 2009. (Financial malfeasance.) <angelo.pdf>
- PPIC, Housing (2014). Available at http://ppic.org/content/pubs/report/R_114HJ2R.pdf
- PPIC, Californians and Housing Affordability, 2017. Available at http://www.ppic.org/wp-content/uploads/JTF_HousingAffordabilityJTF.pdf
- Who is in the housing construction business? What kinds of firms? Condition of industry.
- Single-family vs. multiple unit housing
- NIMBYism (Not In My Back Yard)
- Impact of the housing/mortgage bubble and bust
- Relation to transportation
- Impact of environmental regulation
- Can there be low-cost housing in a high-price region?

Tourism:

- Richard Orsi, "The Lake Tahoe Controversy" in Sunset Limited (UC Press, 2005). Class webpage <sunsetlimited.pdf>
- Frank Mittelbach and Dennis B. Wambem, "Competition for Natural Resources in California's Sierra Nevada," California Policy Options 2003. Class webpage <mittelbach.pdf>
- Dean Runyan Associates, California Travel Impacts by County, 1992-2016. Available at <https://industry.visitcalifornia.com/-/media/PDFs/Research/Economic-Impact-by-State-Region--County-19922016p.ashx>
- LAEDC, Hospitality and Tourism Los Angeles County (2015). Available at <https://laedc.org/wp-content/uploads/2015/02/LAEDC-HT-Cluster-Report-FINAL-20150218.pdf>
- Is tourism a unified "industry"? What is it?
- Economic multiplier effects: How real are they?
- Role of state and local governments in tourist promotion
- Impact of traumatic events (riots, earthquakes, 9/11) on tourism
- Hollywood movies/TV as an indirect promoter of tourism in California

High-tech electronics/internet:

- Junfu Zhang, High-Tech Start-Ups and Industry Dynamics in Silicon Valley, Public Policy Institute of California, July 2003, chapters 1 ("Introduction and Overview of the Study") and 2 ("Start-Up, Growth, and Mortality of Firms in Silicon Valley"), pp. 1-30. Class webpage <zhang.pdf>
- George Packer, "Change the World," New Yorker, May 27, 2013. <change the world.pdf> (Silicon Valley folks view their political environment.)
- Mercury News data on top Silicon Valley firms: Available at <http://www.mercurynews.com/2017/05/01/sv150-2017-ranking-of-silicon-valleys-top-150-public-tech-companies/>
- Why did Silicon Valley form? What holds it together?
- What is special about California as a home for this industry?
- Use of skilled immigrant workers
- Connection with aerospace
- Relation to higher education system
- Export and import competition
- Dot-com boom and bust

Bio-tech:

- California Healthcare Institute, California's Biomedical Industry (PriceWaterhouseCoopers, 2006). Class webpage <BIOMED.pdf>
- Profiles of major firms in the industry are at <http://www.thelabrat.com/jobs/companies/BiotechCalifornia.shtml>
- PPIC, California's Edge in Biotechnology (2005), available at http://ppic.org/content/pubs/rb/RB_405JZRB.pdf.
- California Life Sciences Association, 2017 California Life Sciences Industry Report. Available at <http://info.califesciences.org/2017-industry-report/> (request report at this link)
- Who are the major firms? What is the structure of this industry?
- What is special about California as a home for bio-tech?
- Relation to higher education system
- Relation to health care system
- State vs. federal regulation and policy regarding controversial issues such as use of stem cells (including Prop 71 - 2004)

Health-care Providers:

- PPIC: Health Care (2014). Available at http://ppic.org/content/pubs/report/R_114SMR.pdf
- Gregory Freeman, Nancy D. Sidhu, Michael Montoya, Hidden in Plain Sight: The Economic Contribution of Southern California Hospital and Related Services (LAEDC, 2006). Class webpage <freeman.pdf>
- LAEDC, Hospital Industry in Southern California (2012). Available at <https://laedc.org/reports/EconomicContributionofSouthernCaliforniaHospitals.pdf>
- Data from UC-San Francisco, Healthforce Center - California's Health Care Workforce available at <http://www.chcf.org/publications/2017/08/california-workforce>
- Who are the major providers of health care?
- Trends in this industry including aging of the state population
- Impact of the Affordable Care Act and other public policies on this industry
- Market shares of public vs. private hospitals; nonprofit vs. profit hospitals

Greentech

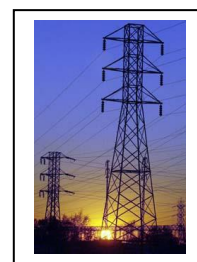
- Kristina Bedrossian, Sarah Locher, Frank Lopez, and Matthew O'Keefe, "Clean Technology in Los Angeles: Improving the City's Competitiveness," California Policy Options 2011. (Options for the City of LA.) <clean.pdf>
- Philip J. Romero, "Green Jobs and the Los Angeles Region." (How many of them are there likely to be?) California Policy Options 2012. Class webpage <romero-green.pdf>.
- California Business Roundtable: California Green Jobs (skeptical review - 2015). Available at http://centerforjobs.org/static/media/uploads/green_jobs--review-of-the-numbers.pdf
 - What defines this industry and who is in it?
 - What is its future in California?
 - What encouragement has the industry gotten? Is it appropriate?

You may also be interested in the YouTube videos placed online for this course unit.

Team written reports due today with checklist from last page of this syllabus included

Electricity Supply:

- Christopher Thornberg, "Of Megawatts and Men: Understanding the Causes of the California Power Crisis," California Policy Options 2002. <thornberg.pdf>
- Michael J. Sandler, "Carbon Costs and Household Electricity Expenditures in California," California Policy Options 2010. <sandler.pdf>
- Saira Aisha Gandhi, Yuka Matsukawa, and Amanda Morrall, "An Energy Disclosure Policy for the City of Los Angeles" in California Policy Options 2015. <Gandhi-energy.pdf>
- Why did we have an electricity crisis in 2001?
- Will we have another crisis?
- California vs. federal electricity regulation
- Municipal utilities vs. private utilities
- California state energy goals



K-12: Readings

- Werner Hirsch, "Mayoral Control and the Organization of a Large Urban School District," California Policy Options 2007. <hirsch.pdf>
- Stephen J. Carroll et al, *California's K-12 Public Schools* (Rand, 2005), pp. xxiii-xxxvii. Class webpage <CALIFK-12.pdf>
- Thomas J. Kane, "Designing Incentives for California Schools," California Policy Options 2004. Class webpage <kane.pdf>
- Yang Sao Xiong and Min Zhou, "Structuring Inequity: How California Selectively Tests, Classifies, and Tracks Language Minority Students," California Policy Options 2006. Class webpage <STRUCTURING.pdf>
- Sophie Fanelli, John Rogers, Melanie Bertrand, "California's Educational Opportunity Gaps," California Policy Options 2009. Class webpage <fanelli.pdf>
- Gary Orfield, Jongyeon Ee, and Jennifer Ayscue, "Severe School Resegregation in a Policy Vacuum" in California Policy Options 2015. (De facto school segregation in California.) <orfield-deepening.pdf>
- Douglas McGray, "The Instigator: A Crusader's Plan to Remake Failing Schools," New Yorker, May 11, 2009, pp. 66-74. Class webpage <mcgray.pdf>
- Employer needs; transition from school to work
- Impact of social decay
- Student test scores
- Bilingual education
- Mayor control
- Magnet schools
- Charter schools
- Proposals to split up LA school district

- Voucher proposals
- State fiscal support for K-12
- Reduced class sizes

Video on the course website for this unit:

Enron: The now bankrupt Enron Corporation played a role in the California electricity debacle. <enron.wmv>

Higher education:

- Cecilia Conrad, "Affirmative Action in University of California Admissions: An Economic Perspective" California Policy Options 1999. Class webpage <conrad.pdf> (Note: Affirmative action at UC is primarily a matter of student admissions to public higher education since the employment side is mainly regulated by federal policy.)
- John Rogers, Jeannie Oakes, Siomara Valladares, Veronica Terriquez, "Roadblocks to College: Opportunities for All California Students," California Policy Options 2007. Class webpage <rogers.pdf>
- Ria Sengupta and Christopher Jepsen, "California's Community College Students," (PPIC, 2006). Class webpage <COMMUNITYCOLLEGE.pdf>
- Werner Z. Hirsch, "The University of California at the Millennium," California Policy Options 2009. Class webpage <hirschUC.pdf>
- Charles E. Young, "Policy Options for University of California Budgeting," California Policy Options 2011. (Advocacy for great UC self-sufficiency.) Class webpage <youngUC.pdf>
- Stan Paul, "Researcher Communications in California: The Public Interest in Non-Disclosure" in California Policy Options 2014. Class webpage <stanpaul.pdf>
- Susan Gallick, "Public Pension Funding: The Unique Case of the University of California" in California Policy Options 2012. Class webpage <Gallick.pdf>
- William Yu, "A Tale of Two Los Angeles" in California Policy Options 2015. Class webpage <yu-tale LAs.pdf>



- **Externality of higher ed system:**
 - Technology transfer attracts business (Or does it?)
 - State higher ed labor supply attracts business (Or does it?)
- Is public higher ed a middle-class subsidy? What about the tax treatment of donations to public and private higher ed institutions?
- Master Plan revisited
- Effect of end of affirmative action in admissions under Prop 209
- Did the budget cuts of the Great Recession move UC towards the "Michigan Model"?
- Tenth UC campus at Merced (Local impacts; state interests)

Video that may be of interest:

UC President Janet Napolitano speech on UC goals, Nov. 13, 2013

[<napolitano11-13-13.wmv>](#)



Governance: Is California's System of Governance - Developed in the Progressive Era of the Early 20th Century - Capable of Handling the State's Needs in the 21st Century?

- Kevin Starr, "Reforming California" and "Progressivism and After" in his Inventing the Dream: California Through the Progressive Era (Oxford University Press, 1985), pp. 199-282. Class webpage <starr1.pdf, starr2.pdf> (Historical origins of California's direct democracy.)
- J. Fred Silva, The California Initiative Process: Background and Perspective (Public Policy Institute of California, 2000), excerpt, pp. 1-19. Class webpage <silva.pdf>.
- Daniel J.B. Mitchell, "Unions and Direct Democracy in California: A New Pattern Emerging?" in California Policy Options 2008. Class webpage <UNIONDIRECT.pdf> (Activities of a key interest group.)
- Daniel J.B. Mitchell, "'They Want to Destroy Me': How California's Fiscal Crisis Became a War on 'Big Government Labor Unions,'" WorkingUSA, March 2006, pp. 99-121. Class webpage <THEYWANTTO.pdf>. (The governor sparks the initiative war of 2005.)
- Joe Mathews, The People's Machine: Arnold Schwarzenegger and the Rise of Blockbuster Democracy (Public Affairs, 2006), pp. 79-104. Class webpage <PEOPLES.pdf> (How a budget-related initiative was put on the ballot.)
- Daniel J.B. Mitchell, "'I Never Knew It Could Be Like This': Lessons from the 1980s for California's Budget Crisis," Municipal Finance Journal, Winter 2009, pp. 101-124. Class webpage <Mitchell-never.pdf> (Why does history repeat?)
- Interview with Michael Dukakis, "Governance in California: A Massachusetts Perspective." (California's early 20th century progressive tradition & contemporary governance.) California Policy Options 2012. Class webpage <dukakis-gov.pdf>.
- Daniel J.B. Mitchell, "Something Different in the Air? The Collapse of the Schwarzenegger Health Plan in California," WorkingUSA, June 2008. Class webpage <SCHWARZHEALTH.pdf>. (California might have created a model for national universal healthcare - but didn't in 2007. Lack of focus by the governor played a part in this failure.)
- History of California Early 20th Century Progressive Movement
- Use of the initiative and referendum
- Term limits (ballot proposition in 1990)
- Campaign contributions and expenditures
- Political parties vs. non-partisanship
- Redistricting (ballot propositions in 2008 & 2010)
- Non-partisan primaries (ballot proposition in 2010)



Recommended video on course website:

- Interview with Gov. Schwarzenegger before Nov. 2008 election in which he takes pro-McCain position but supports centrism and "flip-flopping." Do we want ideological candidates and officials who never "flip flop"? <schwarzinterpretlect.wmv>

Appendix A: Goes with Week 2 Presentation

*Report Writing and Oral Reports for this Course
(and any others you may take!)*

Written Report:

1) Use an *outline style* with actual¹ headings and subheadings:

I. Introduction

II. Title of Topic #1

i. Title of Subtopic 1a

ii. Title of Subtopic 1b
etc.

X. Conclusions

2) Use the *introduction* to state what your main topic is and where you will be going.²

3) Use the *conclusion* to sum up the report and make recommendations.³ Do NOT introduce new material in the conclusion.

4) Give credit where credit is due via footnotes or references. Be sure to read the material in the introduction to this syllabus on submission of original material and the use of turnitin.com.

5) When presenting data tables or graphics, be sure to discuss them in the text. But do not just rehash the numbers. Explain what you are demonstrating with the data tables or graphics.

6) When using data (in tables or graphics), present them in a meaningful way. Is the most useful information the absolute value, the rate of change, or perhaps as a ratio to some other index?



“Hold on. I’m going to have to call for back up.”

¹We have found in the past that in reading drafts, some students neglect to note the word “actual” in these guidelines. “Actual” means that you must have headings as indicated. If there are no headings, your report will be downgraded. To help you avoid such problems, please see the checklist on the last page of this syllabus. You must print out the checklist and staple it as a cover page on your individual report and team report.

²Papers without an introduction will be downgraded. See the underlined statement in footnote 1.

³Papers without a proper conclusion will be downgraded. See the underlined statement in footnote 1.

7) **Number your pages** so that instructor comments can be made referring to locations in the paper.⁴

8) Avoid paragraphs that go on and on and on and on. After 3 sentences, begin to ask yourself if a new thought is being introduced. If so, you probably should start a new paragraph. Avoid sentences that go on and on and on. After 3 lines, begin to ask yourself whether your sentence can be cut into two separate sentences. (These are the two "Rules of Three" referenced on the checklist cover page you will be attaching to individual and team reports.)

9) Don't be afraid to use your **spellcheck**. Be afraid not to use it!

10) Avoid starting sentence after sentence with the same word. The.... The.... The.... The....

11) **Avoid a folksy style** of writing. "I always loved this topic because..." Avoid little asides to the reader. "You probably are wondering why..."

12) In team reports, choose one team member as the **editor** who will combine the elements developed by the team into a unified whole. Just assigning different sections to different team members and pasting them together in a sequence does not produce an effective report.

Oral Presentation:

1) Be **organized**. Have an outline of what you plan to say.

2) Set the **groundrules** early on. Do you want questions as you go? Or do you want to postpone questions until the end? Even if you choose the latter, you should be willing to take a clarifying question, e.g., what does a particular word or acronym mean?

3) **Do NOT read** a written paper out loud. Nothing is more boring except one thing: reading a paper off file cards.

4) Use **visual aids**. PowerPoint slides with bullet outlines are useful. But don't put too much material on any one slide. *Repeat: Don't put too much material on any one slide.* A page that looks like this one is not a useful slide. An example of a useful PowerPoint bullet point slide appears after these guidelines. TO PREVENT OVERLY-BUSY AND UNREADABLE SLIDES FROM BEING SHOWN, THE FOLLOWING RULE APPLIES: YOU MUST CLEAR YOUR SLIDE SHOW WITH THE CLASS TA AT LEAST **ONE DAY** BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE SLIDES



⁴Papers without numbered pages will be downgraded. See the underlined statement in footnote 1.

THAT FOLLOW THIS SECTION. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE HANDOUTS.

5) Do not put small-font data tables on a PowerPoint slide and expect anyone to be able to read it. If you need to have the audience look at a detailed table, distribute it as a paper handout. If you were to violate this rule, your audience members would be distracted from what you are saying as they tried to read your unreadable table. TO PREVENT THAT SITUATION FROM HAPPENING, THE FOLLOWING RULE APPLIES: YOUR SLIDE SHOW MUST BE CLEARED BY THE CLASS TA AT LEAST *ONE DAY* BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE TABLE SLIDE THAT FOLLOWS THESE GUIDELINES FOR AN EXAMPLE. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE PAPER HANDOUTS.

6) Simple graphics - charts showing basic trends, pie charts - can be effective in making simple points and make good PowerPoint slides. But don't make slides so busy and complex that the message cannot be readily seen. Use font sizes that can be seen on graphic labels. TO PREVENT UNREADABLE GRAPHICS FROM BEING SHOWN, THE FOLLOWING RULE APPLIES: YOUR SLIDE SHOW MUST BE CLEARED BY THE CLASS TA AT LEAST *ONE DAY* BEFORE YOUR PRESENTATION. CONSULT THE SAMPLE GRAPHIC SLIDE ON THE LAST PAGE FOR GUIDANCE. IF YOUR SLIDES ARE NOT READABLE, YOU WILL BE ASKED EITHER TO REVISE THEM OR PREPARE HANDOUTS.

7) In team presentations, it is necessary to pick a *single* spokesperson and let other team members field questions after the presentation. What does not work is to have each team member stand up one after another and give "his/her" section of the report. *The one-after-the other approach is also a sign to instructors that the team has not sufficiently coordinated its presentation.* Therefore, in PP 10B it is required that one and only one spokesperson be selected by the team. (The spokesperson and the editor need not be the same person.)

8) At the end of the presentation, provide a brief *summary* of the key points you have made. What do you want the audience to remember?

9) In the question period after the formal presentation, if you don't know the answer, just say so. You want to be responsive. But if you don't know, you can't respond usefully.

10) You don't want to get into a side discussion with one member of the audience who is interested in a minor point. "We can discuss this after the class" is a good response when the discussion is veering away from the main issue.

11) *Practice* your report. Use an audio recorder. You may be surprised at what you hear and want to correct it. Listen to a radio or TV news station. Note that the announcers do not say "you know" in every sentence. (If we know, why tell us?) Note that radio and TV announcers rarely say "uh." They rarely say "like" except where the word properly belongs. Check out:

<http://www.youtube.com/watch?v=U5oVzbwYWpg>

Note that radio announcers do not end every sentence in an upward intonation that turns what should be a declarative statement into a question. Such a

speaking style is sometimes known as "uptalk" and sometimes as "moronic interrogation" so you don't want to use it in public speaking.

If you make declarative statements into questions, the effect is not one of being inclusive. Instead, you give the audience the impression that you are unsure of what you are saying. James Earl Jones used to announce "This is CNN!" He did not say "This is CNN??" Check him out at:

https://www.youtube.com/watch?v=BuHfSo5YI_M

For an example of what to avoid, go to:

<http://www.youtube.com/watch?v=SCNIBV87wV4>



A Useful PowerPoint Slide: *Example*

- Lettering is large
so slide can be read
by viewers
- Only a few points
are shown
- Lessons from slide
are clear to the
audience

Example of a table that can be usefully presented as a PowerPoint slide:

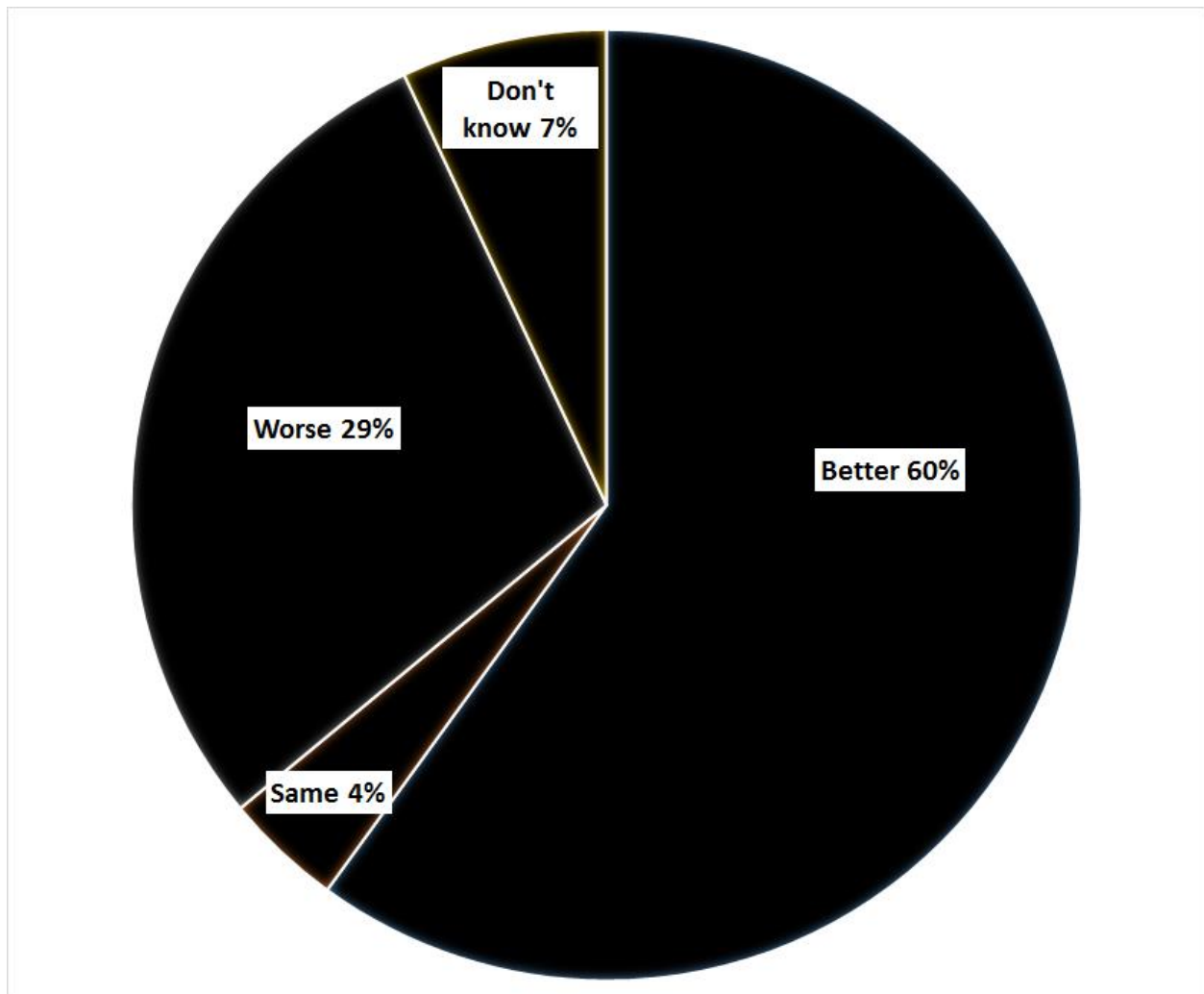
Likely Voters in California by Age

PPIC Poll: Sept. 2016

18-34	18%
35-54	35%
55+	47%
Total	100%

Example of a useful graphic for a PowerPoint slide as alternative to using a table such as illustrated on the previous page. (Note that if you use such a slide, check that the font on the pie chart can be read in the back of the room. Whether it can be read will depend on the size of the room.)

Likely Voter Views on CA Initiative Process: *Are initiatives better than laws passed by the legislature and governor? (percent)*



PPIC Poll: May 2013

Below is an item that is not a good candidate for a PowerPoint slide. Distribute information such as this item as a paper handout, not a slide.

State Song: "I love You California" (1913)

Written by F. B. Silverwood
Composed by A. F. Frankenstein

I love you, California, you're the greatest state of all.
I love you in the winter, summer, spring and in the fall.
I love your fertile valleys; your dear mountains I adore.
I love your grand old ocean and I love her rugged shore.

Chorus

When the snow crowned Golden Sierras
Keep their watch o'er the valleys bloom,
It is there I would be in our land by the sea,
Every breeze bearing rich perfume.
It is here nature gives of her rarest. It is Home Sweet Home to me,
And I know when I die I shall breathe my last sigh
For my sunny California.

I love your red-wood forests - love your fields of yellow grain.
I love your summer breezes and I love your winter rain.
I love you, land of flowers; land of honey, fruit and wine.
I love you, California; you have won this heart of mine.

I love your old gray Missions - love your vineyards stretching far.
I love you, California, with your Golden Gate ajar.
I love your purple sun-sets, love your skies of azure blue.
I love you, California; I just can't help loving you.

I love you, Catalina, you are very dear to me.
I love you, Tamalpais, and I love Yosemite.
I love you, Land of Sunshine, half your beauties are untold.
I loved you in my childhood, and I'll love you when I'm old.

Note: An abbreviated version of the state song can be heard at
<https://archive.org/details/CaliforniaStateSong>.

Checklist that Must Be the Cover Page of All Paper Copies of Final Individual and Team Reports. (Do not put the cover page in the electronic version you submit through Turnitin.)

Put a check mark in the places indicated *after you are sure you have fulfilled the specified requirement.*

(Your name or names above)

Place a check in the areas "_____" below. Reports will not be accepted unless they contain this cover sheet and all items below are checked.

_____ I (We) have used explicit headings/subheadings.

_____ I (We) have numbered the pages.

_____ My (Our) report contains an introduction section that explains to the reader what the report is about.

_____ My (Our) report contains a conclusion section that summarizes the key points made in the report but does not take up new issues that should be in the body of the text.

_____ I (We) have avoided sentences that run on and on and on, in violation of the "rule of 3" for sentences.

_____ I (We) have avoided paragraphs that are overly long, in violation of the "rule of 3" for paragraphs.

_____ I (We) have avoided starting sentence after sentence with the same word such as The... The... The... The...

_____ I (We) have used my spellchecker and more generally have proofed this report before turning it in.

_____ I (We) have given credit where credit is due in my (our) report and certify that my (our) report is original work.

_____ I (We) have also submitted this report through the Turnitin system.